DOCUMENT RESUME

ED 075 424 SP 006 407

TITLE	Partners in the Education of Teachers: A Cooperative Program Between a College, a Small Rural School, and a Rural Community.
INSTITUTION	Southeastern State Coll., Durant, Okla.
PUB DATE	72
NOTE	25p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Elementary Grades; *Elementary School Teachers; *Inservice Teacher Education; Methods Courses; *Student Teaching; *Teacher Education
IDENTIFIERS	*Distinguished Achievement Award Entry

ABSTRACT

The Partnership in the Education of Teachers (PET), a cooperative venture between Southeastern State College and Colbert, a small disadvantaged rural school, was initiated to revitalize the college elementary teacher training program through earlier field experiences for students; on-the-spot observation, teaching, and consulting by the college faculty; and the restructuring of the traditional rural elementary school. The three components, faculty, students, and public school teachers, were dedicated to developing each child's psychomotor, cognitive, and affective domains. The program has resulted in the establishment of an ungraded primary school with a multimedia learning center, continuous in-service training for the Colbert teachers, and on-the-job experiences for various graduate and undergraduate students and student teachers. Increased relevancy between theory and practice has been gained by both faculty and students through the restructuring of certain required elementary methods courses and through interaction seminars in which the specific needs of rural children are discussed. Early exposure to the classroom has also been beneficial to the undergraduate student. (Author/JB)

53

P.E.T.

PARTNERS IN THE EDUCATION OF TEACHERS

A COOPERATIVE VENTURE BETWEEN SOUTHEASTERN STATE COLLEGE, DURANT, OKLAHOMA, & COLBERT, OKLAHOMA.

FILMED FROM BEST AVAILABLE COPY

TABLE OF CONTENTS

Partners in the Education of Teachers

Case Study

I. Background of the Study 1

II. The Traditional Program 2

III. Development of the Program 3

IV. Objectives of the Partners in the Education of Teachers 9

V. Personnel Involved 12

VI. Budget 14

VII. Evaluative Objective Data 15

VIII. Subjective Evaluation and Data 17

IX. Contribution of Program to the Improvement of Education . . . 24

X. Samples of Publicity 25

ED 075424

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

PARTNERS IN THE EDUCATION OF TEACHERS

(A cooperative program between a college,
a small rural school, and a rural community)

Background of the Study

The attention of the American public has been focused on the improvement of education in general since the launching of the Russian Sputnik in 1958. This interest has been a persistent one, extending beyond demands for more adequate financing, lower teacher-pupil ratio, special programs for the disadvantaged, and more modern school plants and facilities. In this pressing search for quality education, many laymen and professional educators have reached the conclusion that although the educational problems listed do contribute greatly to education, that the competency of teachers in guiding and stimulating learning is of far greater importance. It therefore becomes imperative that all teacher training programs undergo the closest scrutiny, with the modernizing or up-dating of such programs where need is indicated. Each institution should review its objectives in teacher training, the methods best suited to reaching these goals, and the relevancy of the entire program to education in the 1970's and 1980's.

Special consideration should be given to the preparation of elementary teachers, since the elementary school occupies a unique position in public school education. It is generally accepted that the child of from five to twelve years is in his most formative period in the cognitive, affective, and motor areas. To teach these children is itself a complex and important task. Therefore, the preparation of elementary teachers is of even more

SP 006 407

Summarization of Southeastern's PET Program

The Partnership in the Education of Teachers (PET), a cooperative venture between Southeastern State College and Colbert, a small disadvantaged rural school, was initiated to revitalize the college elementary teacher training program through earlier field experiences for students, for on-the-spot observation, teaching and consulting by the college faculty, and for the restructuring of the traditional rural elementary school. The three components, faculty, students, and public school teachers are dedicated to developing each child's psycho-motor, cognitive, and affective domains. The program has resulted in the establishment of an ungraded primary school with a multi-media learning center, continuous in-service training for the Colbert teachers and on-the-job experiences for thirty undergraduate students, twenty graduate students, twenty-seven college faculty members, two counselors and eight doctoral interns, and seven student teachers. Increased relevancy between theory and practice has been gained by both college faculty and college students through the restructuring of certain required elementary methods courses and through interaction seminars where the specific needs of rural children were discussed. Early exposure to the classroom has also been beneficial to the undergraduate student. College involvement has resulted in individualized instruction, team-teaching, ungradedness, and the Open School concept for the Colbert School. PET has involved the college faculty with a small, rural school; the undergraduate with pre-student teaching experiences; and the rural school itself with a program involving parents, college faculty and students, and regular teachers. PET has made all those involved more aware of the unique educational needs of disadvantaged rural children.

vital importance than that of prospective secondary and college teachers. The elementary teacher literally "sets the stage" for learning throughout the remainder of a child's life.

The Traditional Program

The foremost criticism of the traditional elementary teacher education program at Southeastern State College has been its lack of relevance to the actual teaching situation faced by beginning teachers. Teachers returning to the campus have consistently criticized the college faculty for a lack of knowledge of actual elementary classroom situations as well as a slavish adherence to the mastery and regurgitation of textbook information in required education courses. Although many faculty members gave lip-service to "new" teaching methods, few practiced what they preached in their own classroom. In both regular staff meetings and informal sessions in the faculty lounge, individual office, and college coffee shop, the members of the elementary education department came to the conclusion that the criticisms of previous students were just and accurate: that the training of elementary teachers was frequently irrelevant to education today. Further investigation showed that much required course work was beamed toward the education of white, middle-class children. This criticism takes on added significance when research showed that most elementary education graduates from Southeastern State College do <u>not</u> acquire positions in all-white, middle-class schools; rather, they frequently teach in rural, disadvantaged schools, where blacks and/or Indians predominate. A study of recent literature pertaining to quality education appeared to concentrate almost wholly on urban and ghetto problems with meager reference to the tremendous problems facing rural education in the United States.

Since rural schools predominate in the state of Oklahoma, it behooved the Education Department at Southeastern State College to explore the possibility of forming a partnership with a rural school in the vicinity of the college, where both students and faculty could gain first hand experience and at the same time offer assistance to the public school involved.

Development of the Program

Southeastern State College, with a student body of 3,600, is located in Durant, Oklahoma, a city of 12,000 white people. Although many blacks attend the college, none are permanent Durant residents. A few black students have children enrolled in the Durant schools. Only a few industries are located in Durant or in the entire southern portion of Oklahoma. Most people live on small farms, ranches, or in small towns. Many area schools qualify for Title I federal funds. Colbert, ten miles south of Durant, has fifty percent of its 450 elementary students classified as "disadvantaged," with blacks composing twenty-five percent of its student body. In view of the high percentage of disadvantaged children and the percentage of blacks, the decision was made by the Education Department to offer its services to this school in an attempt to improve Colbert's elementary program and Southeastern's program of teacher education. Colbert was considered a typical small school in southern Oklahoma, and although "smallness" and "rigid traditionalism" are not necessarily synonymous, it was thought that if Colbert's elementary program could be re-structured, <u>any</u> small school could do the same. Thus was born our highly successful <u>P</u>artners in the <u>E</u>ducation of <u>T</u>eachers (PET).

PET began very simply, without a name and without a format or fanfare, in the spring of 1970. One faculty member, Edwardine McCoy, a specialist in elementary education and a native of Colbert, made the initial contacts with the school and still serves as special advisor and coordinator for all groups working in the school. The first meetings were with the superintendent, C. F. Howard. The result of these informal consultations was the involvement of the primary grade teachers in a search for the ways and means to improve the total educational offering of the school, and at the same time to provide a laboratory situation for college faculty and students.

In an analysis of the needs of their own educational system, Colbert educators in consultation with the elementary education faculty at Southeastern State College decided:

1. That the unstated goal of the Colbert elementary school system was for each child to achieve "first grade," or "second," or "third" in one year's time, and to "repeat" the grade if his achievement was not commensurate with the teacher's objectives;

2. That the traditional textbook was the chief teaching device utilized by the teacher;

3. That little individualization of instruction was attempted;

4. That the wide range of achievement in each classroom retarded grouping and individualization of instruction;

5. That instruction was beamed toward the white, middle-class child, and that few middle-class children were enrolled in the Colbert schools;

6. That adequate, comprehensive records were indicated;

7. That a regular testing program was needed;

8. That few elementary books, magazines, and other media were available;

9. That the strengthening of the child's self concept was incidental in the teaching process;

10. That the faculty had little opportunity to visit other schools and to profit from their experiences;

11. That the physical plants needed much improvement;

12. That professional guidance and leadership was needed if the traditional school was to be altered;

13. That before any innovation was initiated, much study and thought would precede its initiation.

As stated above, teachers themselves had had few opportunities to visit other schools or to come in contact with innovative programs. In order to facilitate the first day of visitation to schools with innovative programs, five male faculty members from the college taught in the first and second grades. Thus began Southeastern's partnership with Colbert, ultimately involving many departments, with college faculty observing, teaching, and consulting, and with student teachers, undergraduate and graduate students, doctoral interns, counselor interns, and parents working in the school.

After much research, study, and school visitation, the Colbert primary school chose the concept of individualization of instruction as the prime method of improving the total curriculum. The vertical organizational pattern chosen was that of ungradedness, with the 177 primary pupils assigned to nine levels of instruction, based primarily on reading achievement. Since the school was rigidly traditional in outlook, these proposed changes bordered on the revolutionary. The ungraded primary school began in August, 1971, with special teacher involvement through in-service meetings and school visitation.

Prior to the opening of the ungraded primary school in August, 1971, a proposal, written by Southeastern faculty member, Edwardine McCoy, and C. F. Howard, Superintendent, had been submitted for Title III, ESEA, funds for an innovative program at Colbert, Oklahoma. Although ungradedness

and individeralized instruction are not recent innovations, Colbert received $50,000 to initiate these innovations, primarily because of the rural nature of the school. No small schools in southern Oklahoma had done this type of experimentation, and it was hoped that other small schools would follow Colbert's lead.

In-service meetings were provided by fifteen faculty members, with follow-up, on-the-scene supervision and assistance. The major subject areas for in-service meetings were as follows:

1. Ungradedness through a levels program.
2. Development of positive self-concept.
3. Testing in the ungraded school.
4. Behavioral objectives in a levels program.
5. Language experience approach in the teaching of reading.
6. Grading and evaluation.
7. Parent-teacher relations and conferences.
8. Individualizing mathematics.
9. Utilization of the learning center.
10. The use of small tools and an introduction to the world of work.
11. Science in the primary school.
12. Arts and crafts for the primary child.
13. Speech and speech correction.
14. Creativity in the development of self-concept.
15. Contracting as a method of individualization.

The in-service training sessions, continuing through 1972-1973, are attended by the Colbert teachers, Southeastern faculty, student teachers, undergraduate elementary education majors, graduate elementary education majors, doctoral interns, and teachers from other county schools.

The on-site experiences of the college faculty provided excellent material for discussions with regular college classes pertaining to problems of race, culture, and self-image in a rural setting, The college faculty involved in the PET project frequently experimented with various innovations in their own college classes, especially individualized instruction, after their work in the Colbert schools.

The undergraduate students involved in PET have had a rare opportunity to actually assist in changing a traditional school to one embracing the most recent findings of pertinent educational research. Through their contacts with college faculty, parents, doctoral interns, and public school faculty they have become much more knowledgeable concerning the total school picture. Although PET was originally beamed toward pre-student teachers, some experimentation has been done with the student teaching experience itself. The student teachers have been assigned to more than one regular teacher, in order that they might see more than one group of children and more than one cooperating teacher. The student teachers involved have reported it a complete success.

A different approach to the traditional idea of "team teaching" was tested for a one-week period, January 10, to January 14, during the college's minimester. Under the direction of Joe Littlejohn, English Department, five teams took over the entire intermediate school (grades four, five, and six). These teams included at least one parent, one regular classroom teacher, one undergraduate elementary major, one graduate elementary major, and one faculty member from Southeastern. The college faculty members volunteered for this assignment and they represented a cross-section of college departments, ranging from physical science to industrial education. Most were without prior experience in

the field of elementary education. Activities ranged from various groups preparing breakfasts common to different cultures to assembling and firing small rockets. A similar team approach will be utilized in January, 1973.

The area of reading was chosen as the subject area to receive the most emphasis during 1971-1972. In addition to a strong developmental reading program administered by a reading specialist, five black graduate students received their eight-week practicum experience in the intermediate grades at Colbert. They returned to the college campus two days per week to meet with their instructor for direction and assistance and to share experiences, thus strengthening their own teaching plus providing feed-back to the instructor.

Counselor interns visited the school regularly, with two counselors receiving their eighteen-week practicum experience there. They worked closely with the faculty on behavior problems, testing, counseling, curriculum, and the enhancement of each child's self-image. An added advantage was the fact that one counselor was black and one was a Mexican-American. These counselors returned to the campus regularly, in additon to on-the-job supervision by the college faculty.

One of the most striking evidences of PET's success is the contagious enthusiasm of the regular school teachers. Small classes, regular assistance, an abundance of materials, and wide publicity have all been contributing factors. The Colbert administration and the Colbert community have "gotten into the act," building a modern, air-conditioned, carpeted, Learning Center in 1971, and an Open School facility for 65 students and three team teachers in 1972. The PET program, gaining in strength, continues in 1972-1973.

Objectives of the Partners in the Education of Teachers

For Southeastern State College

General Objective: To revitalize the elementary teacher training program Southeastern State College through a partnership with the Colbert Public School by:

1. Providing on-site observation and actual teaching experiences in a rural, disadvantaged school.
2. Participating in interaction sessions with the elementary faculty of a rural school.
3. Providing consultative services to modernize, rejuvenate a rural school.
4. Participating in weekly seminars with freshmen, sophomores, juniors, seniors, graduate students, doctoral interns where actual teaching experiences in the rural school are discussed.
5. Aiding in planning an ungraded primary school in 1971-72, and an Open School in 1972-73.
6. Experimenting with various innovative teaching methods in college classes.

Evaluation: The fifteen faculty members in the Southeastern State College Education and Psychology Department were involved in the realization of the specific objectives above. The ungraded primary school was initiated in 1971-1972. (See objective out-of-state evaluation, page 22.) Attached are innovations in college classes by members of the Education and Psychology Department who participate in the PET program.

For Undergraduates (Freshmen, Sophomores, Juniors)

General Objective: To participate in relevant classroom experiences in a rural, disadvantaged school prior to the senior-level student teaching experience through:

1. Observing and teaching in a rural elementary during the freshman year at college.
2. Observing and teaching in a rural elementary during the sophomore year at college.
3. Observing and teaching in a rural elementary during the junior year at college.
4. Participating in seminars with faculty and other graduate and undergraduate students.
5. Teaming with college faculty, elementary school faculty, and parents to teach elementary children.
6. Participating in college class discussions relating to actual experiences in a rural, disadvantaged school.

Evaluation: Objectives 1 through 4 involved thirty-two students on a regular basis, with approximately one hundred observing at their convenience. Objective 5 was achieved by five Teaching-Learning teams January 10-14, 1972. Objective 6 is an on-going project. (See news releases.)

For the Colbert Public School

General Objectives:

I. To form a partnership with Southeastern State College in order to provide actual laboratory experiences for college faculty, freshman, sophomore, and junior elementary education majors.

II. To individualize instruction by developing each child, cognitively, affectively, and physically through:

1. Developing an ungraded primary school during 1971-1972.
2. Providing in-service education for the elementary faculty.
3. Establishing a multi-media Learning Center, providing books, materials, and audio-visual equipment for teachers and students.
4. Initiating a cultural enrichment program with emphasis on art, music, and the speech arts.
5. Providing elementary counseling service for students and teachers, with the emphasis on the improvement of each child's self-image.
6. Improving reading instruction throughout the primary school.
7. Involving parents in parent-teacher conferences, school visitation, and actual team teaching in the classroom.
8. Evaluating and improving each child's motor and perceptual skills.
9. Utilizing a team-teaching and open school concept in 1972-73.

Evaluation: General Objective I has been achieved. (See attached news releases.) Each of the Objectives 1 through 7 were accomplished. (See objective data relating to reading and self-concept.) Objectives 8 and 9 are goals for 1972-1973.

Personnel Involved

College Faculty

Claude R. Adams, Assistant Professor of English
Charles R. Andrews, Associate Professor of Education
Marion G. Ashcraft, Associate Professor of Education and Psychology
Lee H. Ball, Associate Professor of English
Lewis L. Barker, Assistant Professor of Physics
Collin W. Bowen, Professor of Education and Psychology, Head of Department of Education and Psychology, Director of Teacher Education
Jack G. Cazzelle, Assistant Professor of Education and Psychology
Phil R. Dunham, Assistant Professor of Education
Evelyn Fagan, Assistant Professor of Education
J. B. Fox, Associate Professor of Education, Director of Student Teaching
John E. Gecks, Assistant Professor of Education
Bill L. Gillham, Assistant Professor of Education
Clyde W. Jackson, Director of Visual Education
James H. Latham, Assistant Professor of Industrial Education
Joseph E. Littlejohn, Associate Professor of English
Edwardine McCoy, Assistant Professor of Education
Betty L. McGovern, Assistant Professor of Education
Troyce D. McGovern, Associate Professor of Industrial Education
Kenneth L. Nichols, Director of Publicity
J. B. Phillips, Instructor in Education
G. Pat Powers, Professor of Education and Psychology
Jack L. Robinson, Assistant Professor of Chemistry
Doris J. Simpson, Assistant Professor of Speech
Eugene E. Slaughter, Professor of English
Alvin M. White, Professor of Industrial Education
Tom McRorey, Assistant Professor of Business

Faculty at Colbert, Oklahoma

C. F. Howard, Superintendent
Ann Krueger, Director of Primary School
Mr. Gerald Walker, Principal of Intermediate School
Mrs. Cordella Young
Mrs. Ladell Jackson
Mrs. Fay Curtman
Mrs. Glenda Smith
Mrs. Joelene Johnson
Mrs. Allie Davis
Mrs. Helen Lowrance
Mrs. Malinda Tucker
Miss Sharia Ramey
Mrs. Tony Steifer
Mrs. Ellen Edmondson
Mrs. Lucille Turner
Mrs. Connie Mincie

Mrs. Betty Walker
Mrs. Mickey Umstead
Mrs. Marie Dawson

Undergraduate Students Working Regularly in Colbert School (pre-student teaching)

1971-72:

Kay Chatham
Sheri Cavnar
Wanda Elliott
Paul Hart
Linda Hokett
Doris Looney
Clara McConnell
Carolyn Neff
Secialia Porter
Brenda Wiggins
Denise Bowen
Phyllis Courtney
Donna House
Glenda Willeford

1972-73:

Gaylon Anderson
Mary Ann Anderson
Barry Beall
Beatrice Alberty
Thelma Benson
Carol Curry
Lincolnette Edwards
Maud Gardner
Laverne Howard
Wanda Huckaby
Rhonda Huff
Vicki Jarvis
Billie McCutcheon
Harold Morgan
John Newton
Derest Price
Charles Thomas
Janice Tucker
Ladell Wallace
Eva Workman

Graduate Students

1971-72:

Lileonie Caldwell
Jo
Ann Fields
Martha Galbreath
Ethel Johnson
Mary Knight
Thelma Lehman
Lois Pitts
Winifred Rogers
Donna Wallace
Margaret Landrum

Doctoral Interns

1971-72:

Lewis Barker
Ronald Cowan
Miles Eckart
Brian Kelly
Walter Hopkins

1972-73:

Roy Hart
Gene Davis
Jan Overman

Parents who Taught in January, 1972

Dorothy Wacker
Maxine Teeples
Dorothy Washer
Imogene Winnett
Naomi Wright
Ann Krueger

Counselor Interns

Margaret Weaver
Smith Howard

(This list does not include the names of approximately 100 undergraduate observers.)

Budget

No special college funds were earmarked for the PET program. However, the Southeastern Triple T (Trainers of Teacher Trainers) provided stipends for the January week of teaching by parents, students, college faculty, and graduate students.

Other funds were provided by a $50,000 Title III grant in 1971-72, and a $45,000 grant for 1972-73.

The director and coordinator of the PET project is Dr. Edwardine McCoy Assistant Professor of Elementary Education, Southeastern State College.

Evaluative Objective Data in the Areas of Reading and Personality Development

In order to measure the effects of ungradedness on short-term reading achievement and personality development, appropriate objective evaluative instruments were selected in these areas.

The participants of the study were the 177 students enrolled in the primary grades at Colbert, Oklahoma, on September 1, 1971, and February 1, 1972. In a move toward individualization of instruction, these students were divided into eight levels of instruction, with the ninth level an enrichment level. The original placement of these students was based on reading achievement and teacher recommendations.

In the area of reading readiness, the Metropolitan Readiness Test, Form A, was given for the pretest, and Form B served as the posttest for Levels I, II, and III. The Spache Diagnostic Reading Scales served as the pretest and posttest for Levels IV, V, VI, VII, and VIII. In the affective domain, the California Test of Personality was administered as the pretest and posttest instrument for Level I through Level VIII. The analysis of test results was divided into four categories: the total level, male, female, and Negro sub-groups.

Findings

The statistical procedures utilized to test the significance of the test scores produced the following findings:

1. There was a statistically significant difference in the reading achievement of students on each level in the ungraded primary school.

2. There was a statistically significant difference in the reading achievement of the female and male sub-groups in the ungraded primary school.
3. There was no statistically significant difference in the reading achievement of the Negro sub-group in the ungraded primary school.
4. There was no statistically significant difference in personality development according to levels, or the male, female, or Negro sub-groups.
5. Of the sixty-five tests of significance made in the areas of readiness and reading, only four were not significant.
6. Of the fifty-eight tests of significance made in the areas of personality and social adjustment, eighteen were significant.

Conclusions

On the basis of the various findings of this study, the following conclusions were drawn:

1. It appeared that an ungraded primary school could be initiated and developed in a small rural school district.
2. The ungraded primary school appeared to have its most notable successes in the areas of reading readiness and reading achievement.
3. The personality and social adjustment of the study participants did not appear to be altered by the ungraded school structure.
4. The Negro students in the ungraded primary school appeared to profit less than their white peers in the areas of readiness, reading achievement, social adjustment, and personality adjustment.

Subjective Evaluation and Data

No objective data is available on the impact made on the undergraduate, graduate, and faculty personnel through their involvement in the total school program at Colbert. However, the college was invited to continue the PET project during 1972-1973, with emphasis for the Colbert School on the Open-School Concept. Subjective data follows, indicating innovations within various college classes plus college student reactions.

Education 3322, Language Arts, K-6

My experiences at Colbert have provided me with actual classroom problems to discuss with my students. Many of them have observed, taught, and tutored there as part of their individual contracts. One contract calls for a term paper and discussion of disadvantaged children, and Colbert's success has been mentioned by many students. Attached is a copy of the contracts being used in my classes for the first time.

Rationale for Individualizing Instruction through Student Contracting

Learning is a complicated process and an individual one. Each learner assimilates the facts presented in class and he either files them away never to be used again or he uses the facts to make future decisions, etc. Since it is impossible for the teacher to "learn" for the student, the student himself must desire to learn. This desire or motivation flourishes best where the learner has some personal choices and alternatives.

Since letter grades are required in this course, the following flexible contracts have been prepared, offering choice and alternatives to learners.

General Course Requirements for Every Student:

Requirements:

1. Each student will observe and report on a minimum of two classes in language arts, K - 6.
2. Each student will prepare a notebook, either typed or in ink, containing daily classnotes, teacher handouts, and additional materials deemed helpful to an elementary language arts teacher.
3. Each student will collect and prepare a teacher's box or boxes of language arts teaching materials, emphasizing free or student-made materials.
4. Each student will participate in class discussions.
5. Each student will complete the Handwriting Made Easy, attempting to improve his cursive and manuscript writing.

Contracts

Please choose the general contract you wish to complete in this course, sign your name to it and return it to the instructor. If your completion of the contract shows a satisfactory quality of work, you will receive the grade you desired. Brief individual consultations with the instructor will be held on released class time.

Contract "C":

1. The student will complete the general course requirements satisfactorily.
2. The student will make at least a "C" on a mid'term and final test.
3. The student will complete an additional "job" of his own choice.
4. The student will construct four bulletin boards in the area of language arts. They should be designed to "teach" not "decorate."

Contract "B":

1. The student will complete the general course requirements satisfactorily.
2. The student will prepare a term paper on an educational innovation, such as Accountability, Team Teaching, Ungradedness. At least four references should be listed.
3. The student will read a minimum of eight current articles, including one on: listening, classroom environment, linguistics, and classroom management. These are to be included in the notebook. Xerox copies may be used. Issues of the Instructor, Elementary English, Grade Teacher and Saturday Review may be found in M205, as well as the library.
4. Each student will prepare a detailed lesson plan on listening, handwriting, written expression, and literature, providing for individualized instruction.

Contract "B" (continued):

5. The student will prepare a written report on "Teaching Language Arts to The Disadvantaged Child."
6. The student will interview a minimum of two elementary teachers on problems facing a new teacher, particularly in language arts.
7. The student will examine and evaluate two current elementary language textbooks on the Oklahoma adoption list.
8. The student will tutor an elementary student a minimum of three hours.

The student may choose three of the above assignments, 5 through 8.

9. The student will complete an additional "job" of his own choosing.

Contract "A":

1. Each student will complete the general course requirements satisfactorily.
2. The student will prepare a term paper on an educational innovation, such as Accountability, Team Teaching, Ungradedness. At least four references are required.
3. The student will read a minimum of eight current articles, including one on listening, classroom environment, linguistics, and classroom management. These are to be included in the notebook. Xerox copies may be used. Issues of the Instructor, Grade Teacher, Elementary English, and Saturday Review may be found in M205 as well as the library.
4. The student will prepare a detailed lesson plan on listening, handwriting, written expression, and literature, providing for individualized instruction.
5. The student will prepare a written report on "Teaching Language Arts to the Disadvantaged Child." An alternative suggested by the student will be considered.
6. The student will interview a minimum of two elementary teachers on problems facing a new teacher, particularly in language arts. An alternative suggested by the student will be considered.
7. The student will examine and evaluate two current elementary language textbooks on the Oklahoma Adoption list.
8. The student will tutor an elementary student a minimum of three hours.
9. The student will teach language arts in an elementary class at least twice.
10. The student will complete an additional job of his own choice.

Education 3222, Social Studies in the Elementary School, and Education 5322, Supervision of Teaching

In my Education 3222 and Education 5322 classes I have attempted to move from the traditional text-book lecture presentation. I have initiated small group and whole group discussions, contract grading and independent study in trying to bridge the gap between theory and practice so that learning would be more relevant.

Education 4423, Reading in the Elementary School

In the elementary reading methods courses supplemental units of work have been developed which allow the student to pursue an area of interest at his own pace. A typical unit states desired outcomes in behavioral objectives, lists materials to be used by the student (books, video tapes, etc.), sequence of activities (lesson planning, peer teaching, etc.), and evaluation procedures necessary for completion of the unit.

Director of Student Teaching

The success of the PET program is shown by the increasing number of students wishing to do their student teaching at Colbert. Undergraduate students and college faculty working in Colbert have provided much feedback, enabling Southeastern to upgrade the required education courses. Before PET, no small schools were available where modern, up-to-date techniques could be observed.

Student Teaching Experience

My student teaching was done in Levels I through IV, under three different teachers in the Fall of 1971. Since the ungraded primary school was just beginning, I was able to see the difficulties of

executing any changes in a traditional school. By attending the in-service training sessions for the regular teacher, I was able to gain insight into different teaching procedures. I was particularly interested in the work done on self-image and parent-teacher conferences in place of a traditional report card. I think that my experiences at Colbert will make me a more understanding teacher of rural children.

Sophomore Student

Working in the Colbert, Oklahoma, Elementary School offers a great opportunity to learn first-hand some of the basic successful teaching procedures. I especially enjoy this experience because I am able to get involved with some students and use some of my ideas as well as methods to help these students. I am also able to inter-act with teachers and find out what problems they are confronted with and how they meet these problems. Overall, working in this school has helped me get experience in teaching and helped me prepare for the problems of teaching.

EAST TEXAS STATE UNIVERSITY
EAST TEXAS STATION
COMMERCE, TEXAS 75428

DEPARTMENT OF
ELEMENTARY EDUCATION

May 12, 1972

Mrs. Edwardine McCoy
Southeastern State College
Durant, Oklahoma

Dear Mrs. McCoy:

We enjoyed visiting the Colbert, Oklahoma, Elementary Schools on April 27, 1972. You should be justly proud of the progress that has been made in this elementary school program.

The local school board has wisely delegated the administrative functions of the school to an exceedingly able superintendent who is a man of vision, courage and scholastic ability, and unquestionable character. This school system is fortunate to have Mr. Howard to administer this non-graded program.

It is apparent that this school district has rapidly moved into a completely new and a much broader program than has been experienced by the people of this community. Evidently, they have encountered no serious difficulties with this new non-graded program. Perhaps this plan has been accepted by the people as a result of the fact that those responsible for the program have based their thinking on sound philosophy, needs of students served by the school, and a keen desire to work harmoniously together to provide greater opportunity for teaching the children of Colbert.

One is readily convinced that any change in the school has been a part of a well-planned non-graded program. The additions and improvements enjoyed by the pupils under the present program were not possible with limited state and local financial support. The enrichment funds have been spent wisely after careful study and deliberation by the entire faculty. Many teaching aids to implement the non-graded program have been purchased; however, none were found that will not be used profitably by the teachers and pupils.

Believing that reading occupies a key role in the total education process, it has been given high priority in the non-graded program. The new program has provided for a more systematic and sequential approach

to developmental and corrective reading instruction. It has been found that this need is more urgent with the educationally deprived children.

We feel that you have made significant progress in improving the educational programs of the Colbert, Oklahoma, Elementary Schools. We are sure that many schools will be changing their programs from the knowledge gained by visiting the non-graded program at Colbert.

Yours truly,

Allen Kavanaugh

Dr. Allen Kavanaugh, Head
Department of Elementary Education

L. D. Briggs

Dr. L. D. Briggs
Associate Professor
Department of Elementary Education

AK:LDB:ba

Contribution of Program to the Improvement of Education

The Partners in the Education of Teachers (PET) has improved the program of elementary teacher education at Southeastern State College, Durant, Oklahoma, by involving college faculty and college students with a small rural school, Colbert, Oklahoma. The faculty have gained insight and awareness into the unique problems faced by small schools in rural areas by actual teaching, consulting, and through participation in seminars with students.

The faculty have also had the opportunity to aid in modernizing Colbert's total curriculum; the college students have had the opportunity to observe, teach, and learn first-hand about rural students. They have also participated in seminars with the faculty. The Colbert School has profited from the advice and direction provided by the College, resulting in an innovative school known throughout the state. The atmosphere of freedom and enthusiasm within the Colbert schools, as well as the excellent program in elementary education indicates the realization of the major PET objectives.